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vidual preference the active vocabulary of her pupils, and second, because I am convinced that teachers and pupils can, should, and must do a great deal more work in the future than they have in the past. I have seen enough of the modern language teaching in American schools to know that about fifty per cent of it is practically worthless as far as tangible results are concerned, and I feel sure that it is not going to be bettered by any milk-and-water-make-it-easy process. We have gone altogether too far in that direction already. Books advertised as containing only a thousand words will never give our pupils an adequate practical command of a foreign language. It is my firm conviction that with the old type of modern language teaching continued in our schools for another generation will come a nation-wide public awakening to the utter futility of it all, and then out of the curriculum the modern languages will go akiting.

Yours very truly,
William R. Price.

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